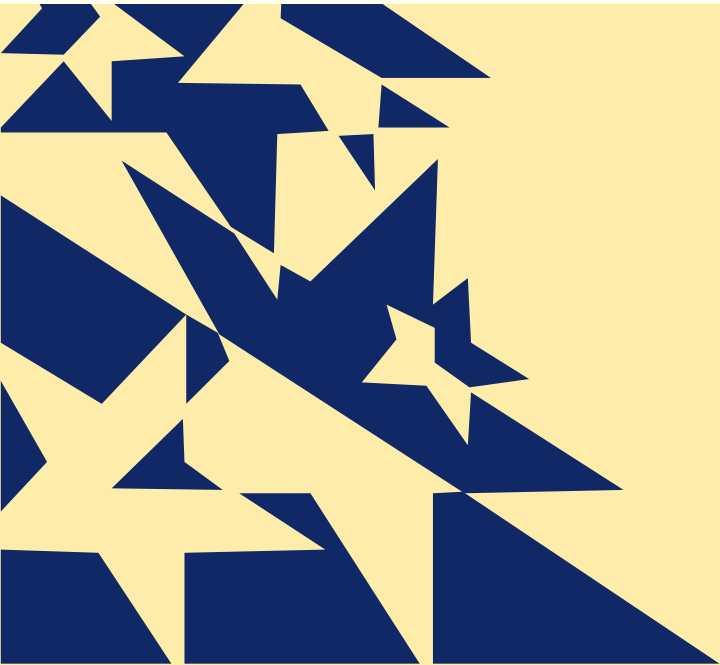


Promoting Student Success: STRATEGIES THAT MATTER MOST



***OREGON STUDENT SUCCESS
AND RETENTION CONFERENCE — 2009***

The “New Traditional” College Students





STAND UP...

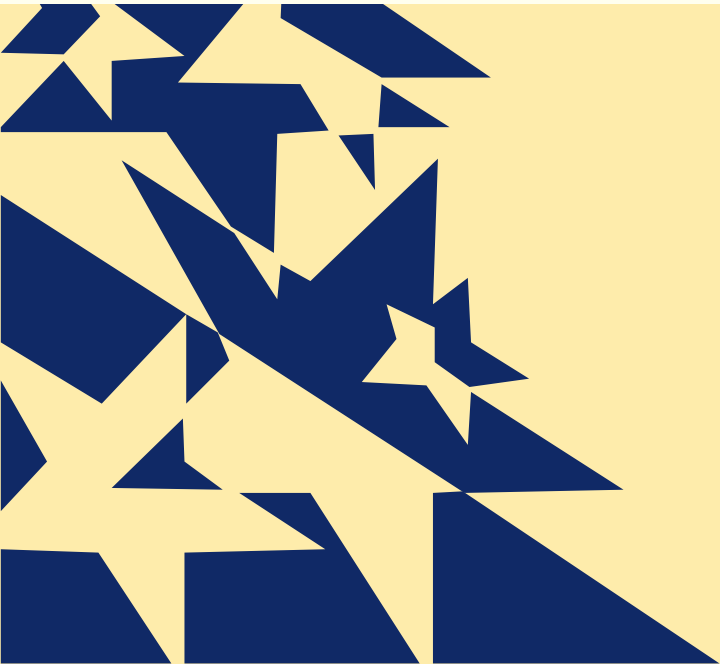
- **If you earned a degree while attending college as a part-time student;**
- **If you earned a degree while working 20+ hours/wk**
- **If you ever, for any reason, stopped/dropped out of college**
- **If you were the first in your family to attend college**



STAND UP...

- **If you ever had to choose between buying groceries and buying books for your college classes**
- **If English is your second language**
- **If in the course of your daily college life, you found yourself in the minority (race/ethnicity/gender) in most situations**
- **If you can name an individual who made a significant difference in your development and success in college.**

WHAT WE'RE LEARNING *About WHAT MATTERS MOST*





WHAT MATTERS MOST

#1 Engagement matters

*...for all students – community,
four-year, all groups*



CCSSE AND OREGON (2006-2008)

15 Oregon Community Colleges

Central Oregon Community College (2008)

Chemeketa Community College (2008)

Clackamas Community College (2008)

Columbia Gorge Community College (2008)

Klamath Community College (2008)

Lane Community College (2005, 2008)

Linn-Benton Community College (2006,2008)

Mt. Hood Community College (2005)

Oregon Coast Community College (2006,2008)

Portland Community College (2008)

Rogue Community College (2008)

Southwestern Oregon Community College (2004, 2006, 2007, 2008)

Tillamook Bay Community College (2008)

Treasure Valley Community College (2008)

Umpqua Community College (2008)



NSSE AND OREGON (2006-2008)

13 Oregon 4-Year Colleges/Universities

Eastern Oregon University

Lewis & Clark College

Linfield College

Northwest Christian College

Oregon State University

Pacific University

Portland State University

Southern Oregon University

University of Oregon

University of Portland

Warner Pacific College

Western Oregon University

Willamette University



Emphasis on Student Engagement

- **20 Years of Research on Undergraduate Student Learning, Persistence and Success**
- **6 Years of Important Research on Students in Community Colleges**



Emphasis on Student Engagement

Students are more likely to persist and learn if they:

- **Establish meaningful relationships with faculty, staff and peers**
 - **Feel connected to the college – “I belong here.”**
 - **Navigate through college systems, processes and procedures**
-



Emphasis on Student Engagement

Students are more likely to persist and learn if they:

- **Make a connection between now and the future (goal setting)**
 - **Are active and engaged learners**
 - **Take part in “high-impact” educational experiences**
-



Engagement Matters – furthermore...

In non-residential / commuter colleges especially, engagement is unlikely to happen by accident.

It has to happen *by design*.



WHAT MATTERS MOST

**#2 We must engage students
*early and often.***

New from CCSSE:

***...the Survey of Entering Student
Engagement (SENSE) (Linn-Benton
in 2008 Field Test)***



WHAT MATTERS MOST

***Early and often:* also applies to transfer students**



Support for Learners

Most

Important

Service?



Support for Learners: Most Important Service?

Oregon: very or
somewhat important

90% Academic
Planning and Advising

84% Computer Labs

79% Career Counseling

78% Financial Aid

National: very or
somewhat important

90% Academic Planning
and Advising

85% Computer Labs

79% Career Counseling

78% Financial Aid



Oregon Supplemental Question

**With advising assistance from the college, I
have set academic goals and created a
plan for achieving them**

OREGON CONSORTIUM (2008):

**percent of students who agree or
strongly agree**

63%



OREGON CAREER PATHWAYS

- **Career counseling (“roadmaps” on college websites for 35 demand careers)**
- **Pathways “bridge” courses (ABE students/contextualized for health care and manufacturing careers)**
- **Career Pathways Certificates (12-44 credits/high-demand/100 and growing)**



WHAT MATTERS MOST

In focus groups with students, what do they typically report as the most important factor in keeping them in school, persisting toward their goals?

#3 Relationships matter



Relationships: Active and Collaborative Learning

Worked with other students on projects during class:

Oregon (2008):

52% often or very often (13% never)

National (2008):

47% often or very often (13% never)



Relationships: Active and Collaborative Learning

**Worked with classmates outside of class to
prepare class assignments:**

Oregon (2008):

23% *often or very often* (37% *never*)

National:

21% *often or very often* (41% *never*)



Relationships: Student-Faculty Interaction

Discussed ideas from your readings or classes with instructors outside of class:

Oregon (2008):

16% *often or very often* (42% *never*)

National (2008):

16% *often or very often* (47% *never*)



WHAT MATTERS MOST

#4 High (and clear) expectations matter...

...As does frequent feedback on students' academic performance.



Academic Challenge

***Full-time* students who wrote 4 or fewer papers or reports *of any length* during the academic year:**

Oregon: 23%

National: 29%



WHAT MATTERS MOST

#5 *Effective* Developmental Education Matters *Hugely*

- **Data points**
- **Academic policy and support services**
- ***How we teach***



WHAT MATTERS MOST

6 *Focused, sustained* efforts, targeted to significant numbers of students, can produce real improvements in student engagement, learning, persistence, and academic attainment.



WHAT MATTERS MOST

#7 Student Engagement *By Design*

- **Richland College/San Antonio College**
- **Sinclair Community College**
- **Kingsborough Community College/
Skagit Community College**
- **Valencia Community College**
- **All Florida Community Colleges**



WHAT MATTERS MOST

#8 Building a Culture of Evidence

“Take nothing on its looks; take everything on evidence. There’s no better rule.”

— Charles Dickens (1812 – 1870)
Great Expectations



WHAT MATTERS MOST

#8 Building a Culture of Evidence

Measure What You Treasure

“Creating a *culture of evidence* in Oregon’s community colleges: measure, learn and adapt to maximize student success and stimulate Oregon’s economy.”



***USING* CCSSE and NSSE**

**First administration (or two) =
baseline – things to wonder about,
to monitor to focus on...**

“How good is “good enough?”

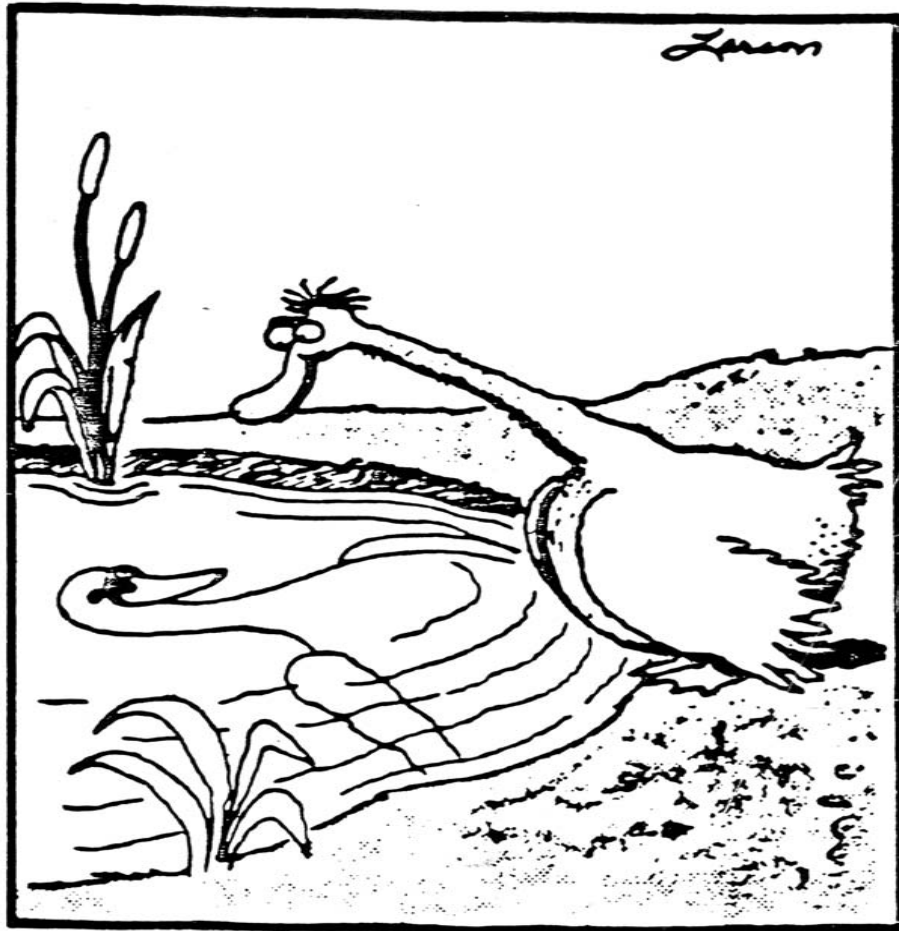
Moving the needle requires SCALE



***USING* CCSSE and NSSE**

**Benchmarking
effective
educational practices**

The Courage to See...



Faculty Surveys





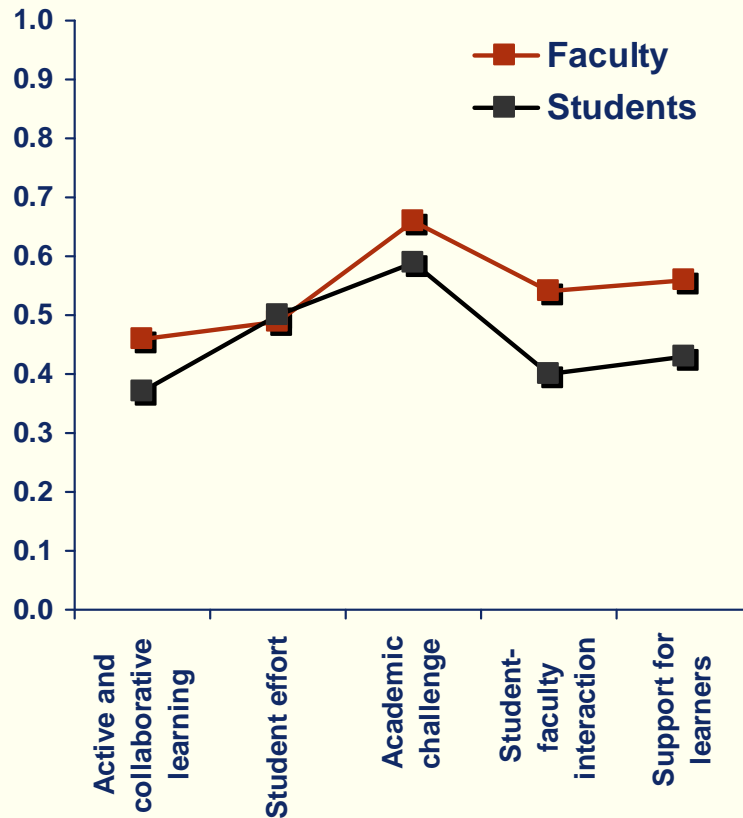
CCFSSE and FSSE Findings

Faculty Survey:

- **Elicits information from faculty about their teaching practices, the ways they spend their professional time both in and out of class, and their perceptions regarding students' educational experiences**
- **Is aligned with *CCSSE* to allow colleges to contrast student and faculty perceptions**

A Tale of Two Perspectives

Effective Educational Practices: Student and Faculty Responses



CCFSSE data are based on results from all colleges in the 2007 CCFSSSE Cohort. When student (CCSSE) and faculty (CCFSSE) views are shown side-by-side in this presentation, the student responses include data only from colleges that participated in the faculty survey. It also is important to note that while CCSSE results are expressed in terms of benchmarks, which are created through a complex statistical analysis and peer review, there are no benchmarks for CCFSSSE. For this presentation, CCFSSSE results are presented in groupings of survey items that correspond to the CCSSE benchmarks.

Source: 2008 CCSSE and CCFSSSE Cohort data.



A Tale of Two Perspectives

Effective Educational Practices: Student and Faculty Responses

Faculty giving prompt feedback:

93% often/very often

Students receiving prompt feedback:

53% often/very often

Source: 2008 CCSSE and CCFSSSE Cohort data.



Building a Culture of Evidence

- Track *ALL* of your students.
- Assess what you *care about*.
- Disaggregate data.
- Dare to discuss what you see.
- Distinguish between *best* and *typical*.



WHAT MATTERS MOST

#9 Getting Beyond Projects/ Focusing on *High-Impact* Experiences for *All* Students

- **Learning communities**
- **Service learning**
- **Formal first-year experience**



WHAT MATTERS MOST

#10

Resisting the *Average*/

Reaching for Excellence



The Inarguable Fundamentals

- 1. The center of our work is student learning, persistence, and success.**
- 2. We can't get better at what we're not willing to look at.**
- 3. Every program, every service, every academic policy, every college or university is perfectly designed to achieve the outcomes it currently produces.**



The Inarguable Fundamentals

- 4. If nothing changes, nothing changes.**
- 5. Neither organizations nor individuals are good at accomplishing things they never actually decided to do.**



A QUESTION FOR STUDENTS ... AND OURSELVES

“This college is like a _____”

*Comments?
Questions?*

